

Documents on Diplomacy: Lessons

"Fruits of War and Misfortunes of Peace"

Standard:	I. Culture II. Time, Continuity, and Change III. People, Places, and Environments V. Individuals, Groups, and Institutions VII. Production, Distribution, and Consumption IX. Global Connections
Grade Level:	9–12 (Literary Circles with roles)
Objectives:	The student will: <ul style="list-style-type: none">Extract ideas from a classical work on economics by KeynesAccept and take on roles selected in a Literary Circle activityDetermine the future connections to statements made in this reading
Time:	2 class periods
Materials:	<u>Documents</u> : 1919 <i>The Economic Consequences of the Peace (Excerpts)</i>
	<u>Resources</u> : <i>Keynesian Group Roles</i>
	<u>Exercises</u> : <i>Opinionnaire Form</i>
	<u>Materials</u> : 5 Different types of candies (2 x the number of tables/groups) 6 ziplock bags or similar 6 Different colors of card stock (for each group) for printing out roles 6 Index cards Poster paper and tape for displaying work

Procedures:

Setting the Stage

John Maynard Keynes (1st Baron Keynes), was a British economist whose economic ideas were influenced in part by the failings of the Versailles Treaty. Keynes pioneered the concept of macroeconomics and his thinking was influential in government circles until the 1970s. Every educated person, at one time or another, will read Keynes—and so will your students in this lesson and then discuss it with their peers.

Keynes attended the Versailles Conference in 1919 as a delegate for the British Treasury, and worked to keep reparations payments low because of the potential damage to both the German economy and that of the world in general. He resigned in disgust when Wilson, Lloyd George, and Clemenceau chose a harsher option.

Keynes called the peace "Carthaginian"—a reference to the brutal peace enforced on Carthage by Rome when the Romans burned Carthage to the ground. Keynes wrote *The Economic Consequences of the Peace* after he returned from Versailles. His book was a worldwide best seller and predicted with eerie precision the economic disaster that was to come.

Pre Lesson

1. Purchase five (5) candies in different colored wrappers, such as:

- Tootsie Rolls
- Peppermints
- Junior Mints
- Mary Janes
- Peanut Bars

If you can find them, five different types of wrapped fruit candy would fit the title of the lesson perfectly. These five different candies will be put in the center of each table or circle of desks and will determine the role each student plays in the reading of this classic text, based on which candy they choose. (*Note:* They won't be able to argue about their roles since the roles are based on the candy they selected.)

2. On each index card, write the name of the types/flavors of candy and pair it with the students roles listed on the resource, *Keynesian Group Roles*.

3. In six zip lock bags (or one for each group), place one index card and the student roles, printed out on different colored card stock paper and cut into squares.

4. Have poster paper available at the front of the class and tape for display.

Day One

1. Have the desks arranged in five circles. (Tables and chairs will work even better.)

2. Put the five different candies in the middle of the desks, or in a bowl if the desks do not meet.

3. When students come into class have them choose a circle and a piece of candy.

4. While they are enjoying their candy, hand out the zip lock bags with the index cards and role cards inside.

5. Students will then open the bag and find out what role they will play based on the candy they chose.

6. Hand out the text: *The Economic Consequences of Peace* by Keynes.

7. Have each team read the text individually before beginning their roles. (35-40 minutes, if possible)

8. After reading the text, the role players will work together as a team to determine what to put on a poster to interpret the text. Students should continue working until the end of class. Based on his or her role, students may need to gather additional information as homework.

Day Two

- 1.** Students return to the groups and find 5 more pieces of the same candies reminding them of their roles in this task.
- 2.** Allow some time to continue work on the posters, which should include some design and graphics, since one team member is responsible for art.
- 3.** On the index card included in their zip lock bag, ask them to write questions that have arisen about which they need more information (researcher).
- 4.** When their work is finished or time is called, have each group present their graphic representation (presenter.)
- 5.** As each group sends their presenter to explain their poster, other groups can also write down more questions that arise from the presentations on their index card.
- 6.** Tape all the posters around the room as each group finishes.
- 7.** Hold a class discussion on any of the written questions.
- 8.** Have students return the zip lock bag with the role cards and their index card with questions inside.
- 9.** Hand out the exercise, the *Opinionnaire*, and give them a few minutes to look at the document and the posters and take a position. Sign their initials in the choice they made.
- 10.** Ask students to explain why they agreed or disagreed on the *Opinionnaire*. Those who are undecided should also explain their reasoning.
- 11.** Collect the *Opinionnaires*.

Extension Activity:

These bags can be used again and again for different activities. Save the index card for reference in teaching WWII. ■